Unit Plan for Humash Unit, 6th grade

Goals:

Students will understand how to read a text carefully and ask text based questions.

Students will understand the purpose of *Midrashim*.

Students will engage in-depth with Biblical texts by reading, asking questions, and writing a 1st person *midrash* based on a biblical text.

Class 1-- How do we read text carefully?

Title: Jack and Jill

Aim: How can we ask **questions** about this text?

EQ:

What is the difference between *Pshat*, *drash* and not *drash*?

How do we ask questions on a text?

Once we have questions, can we use them to write creative *midrash* to answer the very same questions?

Procedure-

Discussion of reading text carefully-- asking as many questions as possible. 5 min

Distribute Jack and Jill worksheets-- students work in small groups to ask questions, approx 10 min

Review questions, describe goals of *Midrash* writing-- A) answer the textual questions B) provide greater meaning to original text. 5 min

Students write *Midrash* on Jack and Jill approx 15 min

Class 2-- Jack and Jill part 2

Aim: How much *drash* is in your *midrash*?

EQ

1)What is the difference between *Pshat*, *Drash*, and not *drash*?

2) How do we listen carefully and critique each other thoughtfully.

Procedure:

Groups will have 5 minutes to prepare their *midrash* skits.

They will present the skits one at a time. After each presentation, I will lead the group in discussing what parts of their stories were *midrash* (in that they answer a question in the original text) or NOT *midrash* (meaning parts of the story which was just for entertainments sake but did not directly relate to the original class. The three main questions students should think about are:

A) Does the *midrash* come to answer some ‘problem’ in the text?

B) Does the *midrash* contradict any part of the text?

C) Does the *midrash* give us any ‘light’-- does it have a moral, a message, or a lesson?

Class 3 *Parshanut*

Aim: What is a *parshan* and what do we need so many of them for?

EQ-

Why are there so many commentaries on the Torah?

What does a page of commentary look like and how do we navigate it?

Who are the most famous commentators

Procedeure:

notes for the board:

a)Onkelos 35-120 CE, born Rome Died Rome. Was nephew of Titus, the Roman general who destroyed Jerusalem and the Temple. Was a convert to Judaism. Wrote the first translation of the Bible from Hebrew to Aramaic. His translation is right next to the biblical text in almost all commentaries. TRANSLATION IS INTERPRETATION

Rashi-- 1040-1105 B. France D. France. His life is known as ‘the most important half hour of Jewish History” (10:40-11:05, get it...) He wrote on the Torah AND Talmud.

Ibn Ezra (1092-1167) B. Spain, D. France. Wrote first work on grammar of the Hebrew language. There is a crater on the moon named after him.

Ramban (1194-1270) B. Spain D. Israel. Not to be confused with RambaM... He supported the *Kabbalah* and disliked Ibn Ezra, who was against *Kabbalah*.

After completing the notes, students will be given a photocopied page of Commentary (not the right wing magazine, silly...something from Torot Chaim) We will read the original biblical text, pick a particularly juicy word (or series of words: I used Shmot 2:3, the burning bush, and focused on the words *Labat* *Esh*). Students will then have to find the same words in the commentaries below. We will not actually read the passages, but rather just look to see how different commentators are represented on the page and how they often comment on the same words.

Class 4, 5, and 6

Introducing Biblical text.

Genesis Chapter 18--

Students will read verses 1-5 and write as many questions as possible.

Teacher will Introduce Rashi on verse one--

Namely-- Why did God appear to Abraham? To visit the sick.// Why was Abraham sitting at the entrance of the tent? Because he wanted to invite guest into his home.// Why was the day ‘hot’? God wanted to protect Abraham and stop people from travelling so Abraham could recover. When He saw that Abraham was depressed about it, he sent three angels.//

These classes will be based on the work packets I developed. They should be completed slowly, with a combination of individual work and class discussion.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Jack and Jill went up the hill

to fetch a pail of water.

Jack fell down and broke his crown

and Jill came tumbling after.

Name\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

Class\_\_\_\_\_\_\_\_\_\_\_ Heb. Date\_\_\_\_\_\_\_\_

Midrash Unit Project

**Directions:** Your goal is to write your own personal *midrash* based on Chapters 1-4:18 of Exodus.

First, you should re-read the chapter and think about what scene you want to delve into. You should pick a character and write the story from his/her perspective. You can pick any character from those chapters: Pharaoh, Pharaoh’s Daughter, the Egyptian task master, one of the 3 Hebrew slaves mentioned, the midwives, Yitro, Yochevet, etc. There are more. Read carefully.

Your story must be AT LEAST two pages long. Please read it over (out loud) and make sure that there are no mistakes and that the story makes sense. In addition, you must do an art project that goes along with the writing assignment. Your art should clearly relate to the story you wrote. You can use the medium of your choice: crayon, pen, clay, collage, photographs, etc.

You will be graded on the following criteria:

* How well the story is written.
* How well the story relates to the original biblical text.
* If the story answers relevant questions left unanswered by the biblical text.
* If there is any kind of moral and/or ethical lesson present in the story.
* Does the story relate in anyway to the theme of the year, “How does a leader create change?”
* How much care and thought was put into the artwork.
* The connection between the art and your midrash.
* If the art contradicts the biblical text at all.

This assignment is due WEDNESDSAY, January 21ST.

**Format:**

Your name, date, and advisor at the top, as usual.

The lines of biblical text should be written at the top of the page, centered and *in italics.*

Your *midrash* will begin below the biblical text.

You artwork must be on a SEPARATE PAGE. Do not staple the art to the page. Your artwork should also have the biblical quote somewhere on the page. Please put your name on the artwork in small letters, or on the back of the page.

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rubric—Midrashim**

**Content**: Depth of research and thought, use of examples, ability to compare and contrast, completeness of assignment-- 35 pts.

**Communication:** Clarity of writing, engagement of writing style, grammar --25 pts

**Creativity:** Ability to relate subjects to ones own life and skills. Uniqueness of ideas, art, projects.-- 20 pts

**Organization:**  Neatness, care, structure, sequence, bibliography --20 pts.

Content Communication Creativity Neatness/Organization

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| \_\_\_15. Work shows very shallow understanding of the subject, has obvious omissions and factual inaccuracies. | \_\_\_13. Writing is confusing and hard to comprehend. There are many obvious grammatical and/or spelling mistakes. | \_\_\_8. Student's creative work is careless and thoughtless. It is either incomplete or done with obvious disregard. | \_\_\_8. The art is sloppy, there are many blatant, uncorrected errors, and the work is carelessly done. |
| \_\_\_20. Work shows shallow understanding of the subject and there are some omissions and/or factual inaccuracies. | \_\_\_17. Writing is incomplete, rushed and is sometimes confusing and difficult to understand. There are frequent spelling, typographical, and grammatical mistakes. | \_\_\_12. Student's work is often hurried and/or incomplete. Creative work shows little consideration and does not add much to the value of the portfolio as a whole. | \_\_\_12. The art has may blatant errors, some pages are wrinkled and/or torn, and pages are out of order. |
| \_\_\_25. Work shows basic understanding of the subject but is not detailed or deep. There are few examples used. | \_\_\_20. Writing is simple and is sometimes confusing and /or nonsensical. There are several errors in grammar and/or spelling. | \_\_\_15. Student work sometimes seems hurried and/or done without great thought and consideration. Student only sometimes adds to the value of the Portfolio through creative means. | \_\_\_15. The art is neat but there are several error, mistakes, or messy spots that detract from its overall quality. |
| \_\_\_32. The student shows that they have researched and are familiar with the subjects. There are no factual inaccuracies. Student uses examples to compare and contrast. | \_\_\_23. Writing is clear and at grade level. There are few errors in format, spelling, or grammar. | \_\_\_18. Student's creative work is thoughtfully and artistically done and expresses the student's individual personality and thoughts through a creative means. | \_\_\_18. Portfolio is neat, complete, and in order. The bibliography is complete and all references are marked. It is obvious the student too care to present high quality work. |
| \_\_\_35. The student went above and beyond the level of research expected. Work shows exceptional thought, consideration and mastery of the subject. | \_\_\_25. Writing is clear, engaging, and dynamic. There are very few typographical, spelling, or grammatical errors. | \_\_\_20. Work shows great creativity, time, care, consideration, and expresses an important point or points that are unique to its creator. | \_\_\_20. art is tastefully decorated, well organized, complete, and carefully put together. |

Grade: /100 (from 44 - 100%)

Comments: